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17. ABSTRACT (MAX. 250 WORDS)

Educational obstacles for migrant children included frequent movement from state to state, parental indifference, adjustment to new situations, placement tests, low income, poor housing, inadequate sanitation, meager medical facilities, social discrimination, reluctance of schools to expand facilities on a temporary basis, lack of clothing and food, lack of school appropriations, and language barriers.

A summer school pilot project was set up for Spanish Americans and for Canadian Indians. Classes for the most severely handicapped were held. Personal invitations, radio broadcasts, newspapers, teacher contacts, and bus transportation were employed as means of inducing attendance. Basic instruction was given in language arts and arithmetic. Little attention was given to health because of a lack of time.

Though valuable gains were made by those who attended the summer school, the period was too short and those most in need of help did not attend. Specially-trained teachers were needed to give enough individualized attention and to overcome the language barrier. Photographs depicting activities during the program were included.

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ERIC Form 1

SUMMER SCHOOL for .....
..... MIGRANT CHILDREN

ED002661

THE CENTER FOR CULTURAL STUDIES
Adams State College of Colorado
Alamosa

Louis Bruno

Superintendent of Public Instruction

STATE OF WASHINGTON

Olympia

J0611

S U M M E R S C H O O L

FOR

M I G R A N T C H I L D R E N

1 9 6 4

Moses Lake School District
Grandview School District
Sumner School District

Prepared under the staff supervision of
the State Office of Public Instruction
Olympia, Washington

Dike Willoughby, Special Consultant for Migrant Study
Dorothee Brown, Editor and Photographer

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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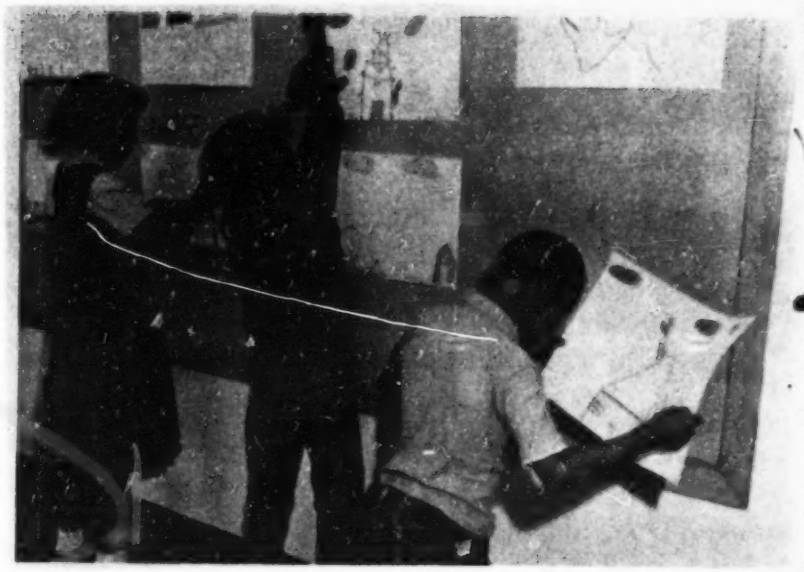
ED002661

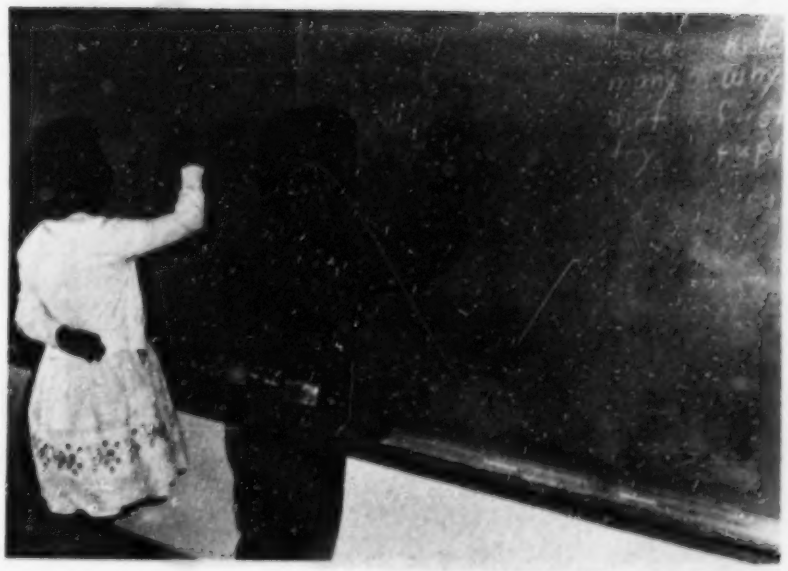
This little Canadian Indian girl is learning to hold a pencil while her older classmates enlarge their artistic talents with paste and paper.

. Spanish American children translate "unos, dos, tre into "one, two, three" -- with a little guidance.

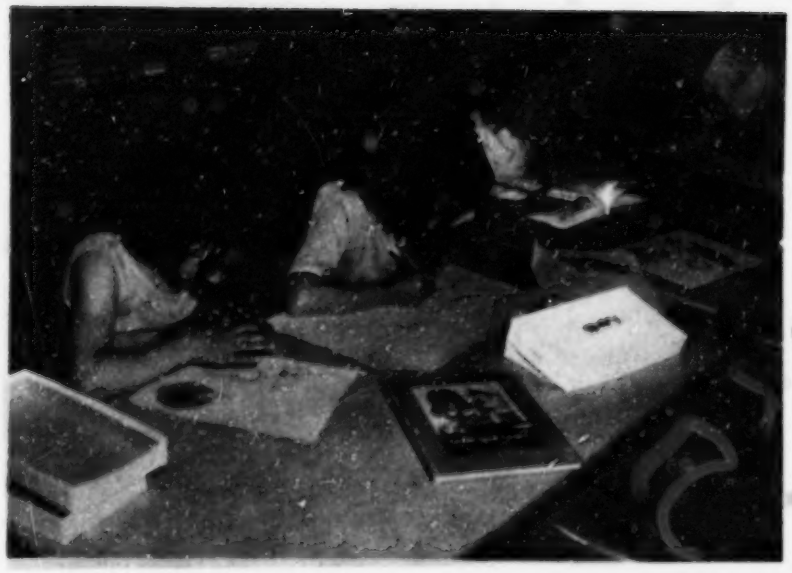
Learning Colors



Using Colors



Phonics First Step



Reading, Writing and Arithmetic

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Olympia

Migrant workers find state boundaries no barriers as they move freely from state to state with the seasons and the crops. The barriers do rise in front of the children, though.

Each move, if the children are to stay in school, requires a new enrollment, a placement test and adjustment to a new level of class work. These obstacles, coupled with parental indifference, lead most migratory youngsters to drop out of organized classes before high school, no matter whether they are white, negro, Spanish American or Indian.

The most reliable estimates available show that there are as many as 150,000 migrant children under the age of 14 who travel with their parents. In addition to this group, there are perhaps another 75,000 in the 14-17 year old group who are counted as workers in the domestic migrant work. Perhaps as many more remain at home-base with relatives or friends while one or both parents travel.

The migrant worker is an unskilled laborer, with little education, perhaps even illiterate, who is at the bottom of the labor market. In this way of life, he faces uncertain employment, extremely low wages, poor housing, inadequate sanitation, meager medical facilities and social discrimination.

Because children of the migrant workers stay in a community only a few weeks or even less, school directors are reluctant to expand school facilities for them. Migrant parents say in interviews that they want their children to finish high school, yet they need

the wages of these children to help feed the family. Truant officers are inclined to overlook the children in the fields. No wonder it is so difficult to raise the educational level of these people.

This is the problem which must be considered. What can we do to meet the educational needs of some 150,000 school-age migrant children who travel with their parents? Their movements affect at least 47 states, with more than 20 states having substantial numbers of migrants. The pattern of their movement is such that even most "non-home base" states have migrant children for a few weeks at the end and at the beginning of regular school terms as well as for several weeks during the summer.

The migratory problem is likely to become even worse. Although the use of migrants in the cotton and potato fields is declining, more workers are needed in such crops as fruits and vegetables. The law allowing importation of Mexican field hands (the Bracero Program) will expire this year, thus opening new jobs to domestic migrant workers.

The Washington Citizens for Migrant Affairs, with offices in Seattle, became concerned about developing the educational potential of migrant children. They realized the state could not afford to add illiterate, unskilled youngsters to the pool of unemployables because they had neglected to improve or provide educational opportunities for them.

In 1962, a pilot program of summer school was inaugurated in Grandview for children of migrant parents employed in that area. This program was financed jointly by research funds from the State Department of Public Instruction and general funds of the Grandview School District.

Unfortunately, the lack of appropriations by the 1963 legislature prevented school districts from providing any such programs of education during the ensuing summer months. However, in 1964 the Washington Citizens for Migrant Affairs obtained sufficient money from gifts and donations of vitally interested citizens, businesses and organizations to establish three summer schools.

The State Office of Public Instruction assigned to the projects the same consultant, Dike Willoughby, who had coordinated the state-sponsored classes the previous year.

In selecting the areas for the summer schools, it was necessary to spread the money as far as possible. The districts were selected on interest and on a first-come, first-served basis, with one exception to the method--if at all possible, one school was to be located west and one east of the Cascade Mountains which divide the state, because of the difference in the ethnic groups. Those east of the Cascades would be for the Spanish American children and those on the west side for children of Canadian Indians. The schools selected also needed the approval of the local boards of directors.

Moses Lake and Grandview were chosen for the projects in Eastern Washington; Sumner was the site for Western Washington. Sunnyside, Quincy and Dayton school districts also requested that classes be established but there were not sufficient funds available.

Money for these projects was forwarded to the districts directly from the Washington Citizens for Migrant Affairs. The districts spent the money for necessary supplies, teacher salaries and for needed transportation. There were no tuition charges.

Voluntary attendance at the summer classes was exceptionally good for this type of school, which is so often adversely affected by fluctuations in weather, crop conditions, lack of communications, and other vagaries of nomadic life so characteristic to the migrant worker.

The following report from James O. Click, administrative assistant in charge of curriculum for Moses Lake Public Schools, gives an insight into the problem as experienced by one school district:

"The Moses Lake School District, like many of the districts in Washington and other Northwest states, has an annual increase in school enrollments in the spring and fall months due to the migration of farm workers who are of Spanish descent. Most of these people begin arriving in March and stay in the area until about mid-October. Many of them stay here in one residence the full time, while others move around the state in an attempt to be where their labor is needed.

"A few of these families who were once migrants have taken up permanent residence in the community and have been here long enough to actually have many in a large family who give their place of birth as Moses Lake. All of these children, for purposes of classification for education programs, are generally termed 'migrants,' since the majority of them have problems with the English language and its related arts.

"Some of the barriers to a good educational program for these migrant children are the difficulties of getting them into the schools

and fitting them into a program where they can get the special help they need. In the first place, because of the nature of the work the parents do, they are usually hard pressed to just get food and clothing. Their economic status does not make it possible for them to keep children of school age in school and provide care for pre-schoolers while both parents are in the fields. They feel a need to have all able-bodied members working to add to the income or to take care of children while others are working. The only way they know which seems realistic to them is to live by toil in the fields. They have not fully recognized that through a good education their children might some day find a better life than this and a higher status in the community. So, getting them to come to school in the first place is a great problem. Then, providing for the wide diversity of needs which these children have developed due to depraved economic backgrounds, constant moving from one area to another, and the lack of skill in using the English language, constitutes another problem.

"There are the exceptions to the rule: the children of those former migrating families who have taken up permanent residence here and who are beginning to keep the children in school on a regular basis. Because of the language barrier and lower socio-economic background, however, the majority of these children are still behind the average in school progress. However, the schools are better able to keep track of these families and follow up absences as regularly and routinely as in the case of all other regularly-enrolled students. There is not the problem of finding out where

the family might be working today and checking the automobile or truck to see if school-age children are there taking care of other pre-schoolers in the family, as is often the case with the itinerant families. This problem is further complicated in the case of the itinerants due to the absence of regular camps for these people in this community. Housing is found wherever it might be available, scattered over a large area.

"During this past year, the Moses Lake Schools have provided two special classes for the most severely handicapped cases among these Spanish children. One class met each morning and another in the afternoon with a teacher who has had many years of training and experience with Spanish-speaking children and who was well qualified for the task of teaching what these children needed to learn. More than forty children had the benefit of additional training in these classes. We wish to continue this program another year if we can finance it and find a qualified teacher. Unfortunately, the teacher having this class the past year must retire. There are few teachers qualified to really do a good job in this special area.

"It was with this experience and background in the education of these children that the Moses Lake School District applied to the State Office of Public Instruction in October, 1963, for a grant to operate a summer school program for migrant children during the summer of 1964. Because of the limited budget for the State Office, no funds were available. Then it was learned that a grant considerably smaller than that applied for would be received through the efforts of Washington Citizens for Migrant Affairs. We immediately

began to take the necessary steps to put such a school into operation on a more limited basis than had been proposed.

"The families of all the children for whom it was felt a summer program would be of the greatest benefit were contacted by the teacher. Notes written in Spanish were sent to the homes. The program was explained and an invitation extended which emphasized the importance of attendance in order that children might better fit into regular classes this fall. A story was put into the newspaper about the proposed school. Also, over the daily Spanish program on a local broadcast, the story was told and a plea made for enrollment. It was carefully explained that bus transportation would be provided, as it was well realized that there was little chance of getting the children to attend if they must depend upon busy parents to bring them. Although we had hoped to get those who could benefit most, we finally settled for those who agreed to come, regardless of their needs.

"After getting very little response from the notes, newspaper and radio contacts, the teacher and the chairman of the local Good Neighbor Council traveled out by car to make contacts. They were able to get promises from enough for a class of twelve to fourteen. This was on Friday and Saturday previous to the school's opening on Monday. Only six students met the bus or walked to the opening session. That afternoon, the teacher and an administrative assistant went out again to see what had happened and to make other contacts. (One of the families had moved in the interim and no trace could be made.) Fourteen children were enrolled the next day. A total of nineteen was enrolled some time during the four weeks the school was

in session. Average enrollment was fourteen. They were of ages ranging from five to twelve. The teacher had to group them at five different levels for reading instruction.

"Instruction provided for these children in the summer school consisted of work on a basic English vocabulary, correct pronunciation through imitation, correct intonation, correct use of sentence patterns in real-life situations, reading skills, basic reading vocabulary and arithmetic. Because of the short period of time which we had to work with these children, no attention, other than routine hand washing, was given to health. Much of the time was spent in improving English usage and reading. Some dramatization was used to broaden concepts and understanding.

"The certified teacher who had worked with some of these children during the year, carried out the program with some assistance from three senior-high school girls who had been enrolled in Spanish classes. At least two of these girls were usually on hand at one time, which greatly helped in carrying out the grouped activities.

"Benefit to those students who attended the summer school was measurably apparent. As a result of it, a few students will be able to move a little faster up the scale to understanding and to perform a little nearer to the level of the average child. At least one child in the group may actually join a class at a normal level and another may be transferred from a special education classroom back to the regular classroom.

"However, the period was too short for any great gains. Also, those children who are most in need of special instruction were not

in attendance. If they appear in regular classrooms this fall, the teachers with heavy class loads will still be faced with the same problems as before: how to give the individualized help needed to students so far behind the average, and if she had the time, what is the approach to teaching children whose language understanding is often based more upon Spanish than upon English?

"Teaching children who have these kinds of handicaps requires specially-trained teachers the year-round in special kinds of class situations using special equipment and materials. These take money, but providing them may in the long run protect our investment in many ways. Regular classes could operate more efficiently when the teacher does not have to distribute her attention so widely over such diverse abilities. This benefits the students making normal progress. Separate small, specially designed classes for the retarded "migrants" could concentrate upon specific needs to get these people with average or better ability up to a normal level of progression and back into regular classes.

"Last, but far from least, a program for all our citizens is necessary if we are to truly live up to our promise that this is the land where all men are given equal educational opportunity. In the case of the migrant, we may have to do more than make it available. We may have to give them a little push into it."

Clarence McClure, Superintendent of the Grandview Public Schools, made several observations following the close of the second migrant summer school program for their district:

"I have two or three observations that I want to call to your attention. The transportation factor is certainly the major key to a school of this type. We were limited this year because of the lack of funds for this portion of the project.

"As I remember, we lost no students after we got them in school, except for those who moved to the coast to pick berries and beans.

"One thing that seems to be absolutely a must is a very definite personal contact with the parents of these children to explain the program. Communication is very difficult because of the language barrier. I made several contacts myself, but did not have the time to spend on this, so the program dropped off somewhat towards the end of the summer. We had a peak of 32 students and finished with approximately 21 in regular attendance.

"There is no question in my mind that this six weeks of summer school is very valuable in the lives of these children. I am sure each teacher would give you the same answer."

Philip George, assistant superintendent for the Sumner Public Schools, commented in his report:

"We have finished the five week pilot school for the migrant children in this area. All of the children enrolled were of Indian descent. The total enrollment reached 37 students, but the daily attendance varied from a low of three students at the beginning to a high of 23 students at the end. The teachers felt that those students who attended quite regularly did gain from the experience."

The Sumner program was aided by the support of the Puyallup Valley Migrant Ministries Association. In fact, the classes were

held in the association's building. A special education teacher from Sumner was the class instructor.

Mr. Click's letter to State Superintendent Louis Bruno said in part what many felt: "Thank you for the help and encouragement in the project. However, we cannot help but be somewhat disappointed even in the success of it. These kinds of progress are only "a drop in the bucket" in trying to get at the real problem."

Most of the credit for financing the summer schools in the state of Washington must be given to the Washington Citizens for Migrant Affairs. Richard S. White, Seattle attorney, is chairman of that committee. Every member on it has contributed a great deal toward making this program possible.

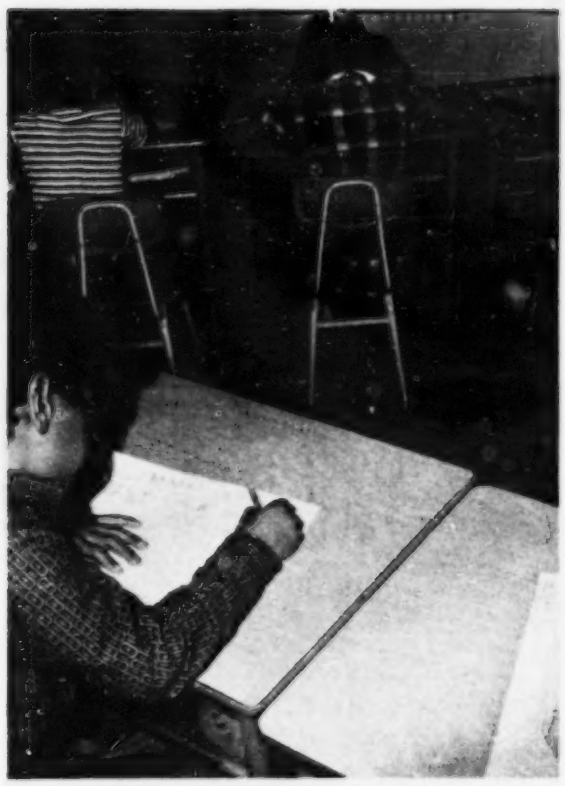
Mr. White's letter, which enclosed the check for each of the three districts to provide the summer classes, ended with this paragraph:

"As you know, our objective is to demonstrate this type of program in the hope that the 1965 legislature will see fit to include such a program as a regular part of the budget of the State Superintendent of Public Instruction."

State and Local

Reading Circle

Student Helper



Independent Study

SOME COMMENTS FROM THE MIGRANT CHILD STATUS RECORDS

Days Present	Days Absent	Parents' Work	Home Base	Actual Grade	Grade at Close	Health
4	6	Pick berries	Sumner	?	--	--
5	0	" "	Tacoma	5	?	--
1	0	" "	Tahola	?	--	--
10	0	" "	Indiana	3	2	Sight problem
8	4	" "	"	2	1	Speech problem
24	1	" "	Sumner	2	2	--
1	--	Unemployed	British Col.	6	?	--
18	4	Pick berries	Sumner	2	2	Impetigo
13	9	" "	"	2	1	Impetigo and lice
3	0	" "	Wapato	?	?	--
4	21	Unemployed	Moses Lake	1	?	Hostile
25	0	Farm labor	Mexico	Ktgn.	Repeat	Needs chest X-ray
7	18	Laborer	Moses Lake	4	?	Hostile
15	0	"	Grandview	2	2	Sores in ears
3	2	"	Sunnyside	1	Low	Dirty
14	0	"	Grandview	6	6	Quiet
25	5	"	"	4	3	Good
19	0	"	"	6	2	Clean
13	0	"	"	4	2	Dishonest
29	0	?	"	4	2	Slow

SUMMARY OF THE SUMMER SCHOOL PROGRAM
for
CHILDREN OF MIGRANT PARENTS
1964

During June, July and August of 1964* three summer schools for the education of children of migrant parents were operated in different areas of the state of Washington.

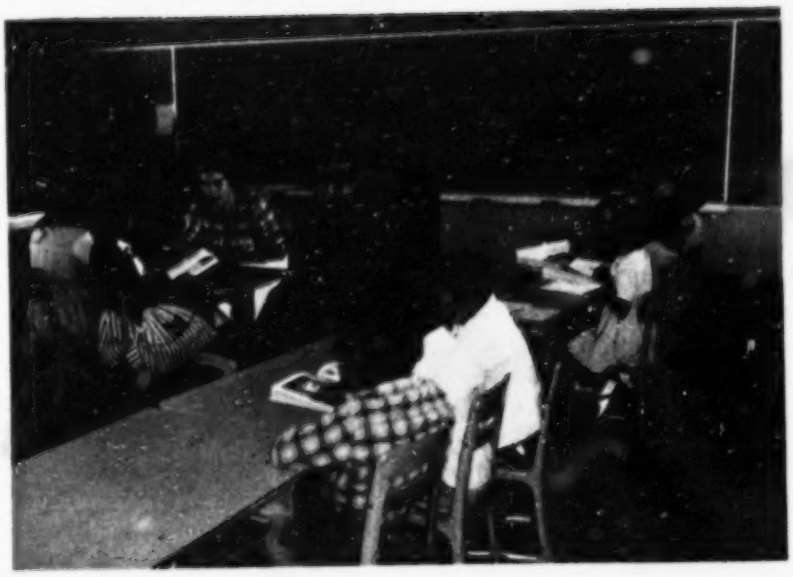
These classes were supported by funds furnished through the Washington Citizens for Migrant Affairs. The funds came to the association from a variety of private individuals, churches and organizations.

Children from five to thirteen years of age were served at the following school districts:

School District	County	No. of Classes	Enrollment	Cost of Program
Grandview	Yakima	2	40	$1,007.00
Moses Lake	Grant	1	15	795.00
Sumner	Pierce	2	37	1,000.00

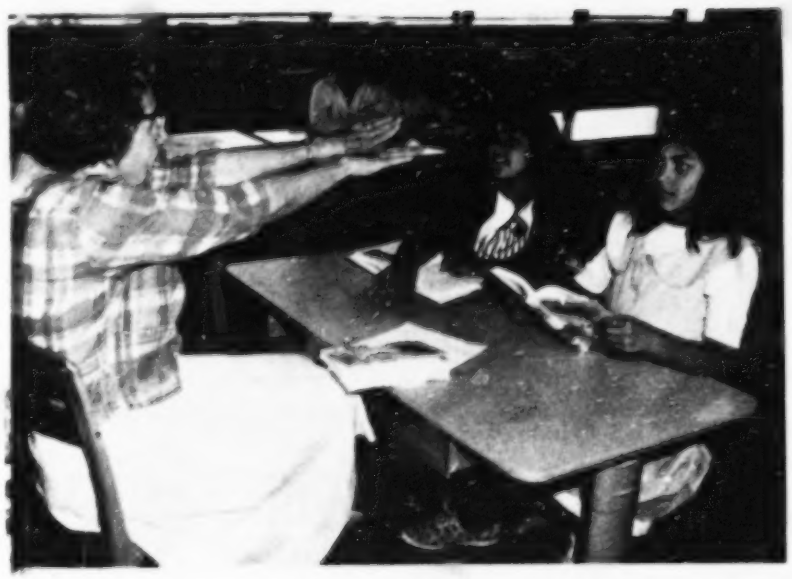
*In 1962 there had been one pilot program, at Grandview, supported by the State Office of Public Instruction. The request for funds for ten such projects for the next biennium had been included in the State Superintendent's 1963-65 budget. The 1963 legislature eliminated the request, so no classes could be held during 1963.

Migrant Ministries at Sumner provided health program.



This means "house."

We all like story-telling.



Interest is the same in any language.

What's my grade, teacher?